DOCUMENT RESUME

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                Content Analysis Schedule for Bilingual Education
                Programs.
INSTITUTION   City Univ. of New York, N.Y. Hunter Coll. Bilingual
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                Americans; Pre School Children; Program Costs; Self
                Esteem; Sociolinguistics; *Spanish; Student Grouping;
                Tutoring
IDENTIFIERS   California; *Project BEST; Sacramento

ABSTRACT
                This content analysis schedule for the Early
Childhood Bilingual Education Program of Sacramento, California,
presents information on the history, funding, and scope of the
project in its second year. Included are sociolinguistic process
variables such as the native and dominant languages of students and
their interaction. Information is provided on staff selection and the
linguistic background of project teachers. An assessment is made of
the duration and extent of the bilingual component, and the methods
of second language teaching in general. Included is an analysis of
materials, student grouping, tutoring, curriculum patterns, and
cognitive development. The report also discusses self-esteem,
learning strategies, the bicultural and community components, and
means of evaluation. This schedule has been verified by the project
coordinator. (SK)

ERIC

PROJECT BEST
Bilingual Education Applied Research Unit
N.Y.C. Bilingual Consortium
Hunter College Division
695 Park Avenue
N.Y.,N.Y.10021

Project # 206
Sacramento, Calif.

CHECK (✓) DOCUMENTS READ FOR CONTENT ANALYSIS SCHEDULE

_____✓_____ Initial Proposal

_____✓_____ 2nd Year Continuation

_____ 3rd Year Continuation   (on separate C.A.S.)

2nd year data verified by project
Coordinator, Richard P. Holland

Give Dates and Note if Evaluation is included in continuation.

	1st year	2nd year	3rd year
Evaluation design			
Interim evaluation			
Final evaluation	'69	'70	
Pre-audit			
Interim audit			
Final audit		70	

Addendum - 1970
Midyear Progress Report.

Project BEST
Bilingual Education Applied Research Unit
Hunter College, 695 Park Ave., N.Y., N.Y. 10021

CONTENT ANALYSIS SCHEDULE FOR BILINGUAL EDUCATION PROGRAMS

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bilingual education applied research unit   0.1 Project No. __206__
project b.e.s.t.
n.y.c. consortium on bilingual education

CONTENT ANALYSIS SCHEDULE   VERIFIED by Project·
   FOR BILINGUAL EDUCATION PROGRAMS   Coordinator

Research Assistant __G.A.Davis-Sheila Charas__ Date __6/29/72__

0.2 Name of Project __Early Childhood Bilingual Education__

0.3 Address of Project __Sacramento City Unified School District__

    0.4 __P.O. Box 2271__
    __Sacramento, Calif. 95810__   0.5 __3__

.05 STATE

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
③California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE
   1.1 Year Project began under Title VII:
      see   ㉗ - 1969   1.1 __97__
      Project   07 - 1970
      No.   17 - 1971

2.0 FUNDING (Mark all that apply)
   2.1 1-Any PRIOR funding of BILINGUAL program, if Title   2.1 __0__
        VII continues or expands that program
        0-no prior funding mentioned

   2.2 Year prior funding began   2.2 __n.a.__

   2.3 Prior bilingual program involved: 2.3 __n.a.__
        1-early childhood (pre K + K)
        2-elementary students (grades 1-6)
        3-secondary students (grades 7-12)
        0-not specified

   2.4 Source of prior bilingual program funding: 2.4 __n.a.__
        1-local   4-university
        2-state   5-federal (specify)..............
        3-foundation   6-other (specify)...............

   2.5 1-CONCURRENT funding of program(s), if cooperating   2.5 __0__
        with Title VII program
        0-no concurrent funding mentioned

   2.6 Concurrent program cooperating with Title VII involves: 2.6 __n.a.__
        1-early childhood (pre K + K)
        2-elementary students (grades 1-6)
        3-secondary students (grades 7-12)
        4-teachers

0.3 Address of Project **Sacramento City Unified School District**

0.4 **P.O. Box 2271**
Sacramento, Calif. 95810

.05 STATE   0.5 **3**

1-Alaska	11-Louisiana	21-Oklahoma
2-Arizona	12-Maine	22-Oregon
③-California	13-Massachusetts	23-Pennsylvania
4-Colorado	14-Michigan	24-Rhode Island
5-Connecticut	15-Montana	25-Texas
6-Florida	16-New Hampshire	26-Utah
7-Guam	17-New Jersey	27-Vermont
8-Idaho	18-New Mexico	28-Washington
9-Illinois	19-New York	29-Wisconsin
10-Indiana	20-Ohio	30-Other (specify)

1.0 PROJECT HISTORY, FUNDING AND SCOPE

1.1 Year Project began under Title VII:

see   ⑨⑦ - 1969   1.1 **97**
Project   07 - 1970
No.   17 - 1971

2.0 FUNDING (Mark all that apply)

2.1 1-Any PRIOR funding of BILINGUAL program, if Title   2.1 **0**
VII continues or expands that program
0-no prior funding mentioned

2.2 Year prior funding began   2.2 **n.a.**

2.3 Prior bilingual program involved: 2.3 **n.a.**
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
0-not specified

2.4 Source of prior bilingual program funding: 2.4 **n.a.**
1-local   4-university
2-state   5-federal (specify)_____
3-foundation   6-other (specify)_____

2.5 1-CONCURRENT funding of program(s), if cooperating   2.5 **0**
with Title VII program
0-no concurrent funding mentioned

2.6 Concurrent program cooperating with Title VII involves: 2.6 **n.a.**
1-early childhood (pre K + K)
2-elementary students (grades 1-6)
3-secondary students (grades 7-12)
4-teachers
0-not specified

2.7 Source of concurrent funding, if cooperating with Title VII
program: 2.7 **n.a.**
1-local   4-federal (specify)_____
2-state   5-other (specify)_____
3-university   6-foundation support_____

2.8 Total Title VII grant (first year only)   2.8 **$100,000**

2.9 Total funds for concurrent program(s) cooperating with   2.9 **0**
Title VII (first year)

3.0 1-If a UNIVERSITY is working with the Title VII program,   3.0 **1**
specify which: **Sacramento State College**
0-none   **(extension course)**

4.0 - SCOPE of PROJECT

    4.1 Numbers of schools involved in Title VII program: 4.1 **2**

           1-one   4-four   0-not specified

           2-two   5-five

           3-three   6-other

    4.2 Total number of students in program A.First year   4.2 A **259**

                                   B.Second year   B **402**

                                   C.Third year   C _____

    4.3 Grade level of students in program; number of classes per
        grade and total number of students by grouped grade levels
        (by second year)

See Xerox 2 a, b

Grade	Number of Classes		Grade	Number of Classes	4.3 PSK ____
PS-PreSchool	45 **students**		7-grade 7	....	A __
K-Kndgtn	80		8-grade 8	....	B __
PSK 125 TOTAL NO. students PS and K			9-grade 9	....	C ____
			B _____ TOTAL students gr. 7-9		
1-grade 1	120		10-grade 10	....	
2-grade 2	112		11-grade 11	....	
3-grade 3	45		12-grade 12	....	
4-grade 4	____		C _____ TOTAL students gr. 10-12		
5-grade 5	____				
6-grade 6	____				
A 277 TOTAL students gr. 1-6					

    4.4 1-All classes graded   4.4 **1**

        2-All classes ungraded

        3-Some classes ungraded

        If ungraded, specify ages or grades grouped together:_____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)

    5.1 Students Dominant and Native language interaction and
        cultural affiliation (Indicate number of students in each
        category and specify cultural affiliation in box)
        (Circle any information which is inferred and write INF.)

	Non-English Dominant	English Dominant	5.0	No. %
1. Total Non-English Mother Tongue	I. N-E Dom - NEMT **245**	II. E-Dom - NEMT **h.s.**	NE dom I N-EMT	**245 61**
2. Total English Mother-Tongue		II₂ E-Dom - EMT **h.s.**	E dom NEMT II₁	**ns**
			E-Dom EMT II₂	**ns**
	I Total Non-English Dominant: **245**	II Total English Dominant: **157**	Total E-Dom II= II₁ + II₂	**157 39**

INF: Non-English Dominant ....|.. English Dominant ....

grade and total number of students by grouped grade levels
(by second year)

Grade	Number of Classes		Grade	Number of Classes	4.3 PSK
(PS)-PreSchool	45 students		7-grade 7	....	A ....
(K)-Kndgtn	80		8-grade 8	....	B __
PSK 125	TOTAL NO. students PS and K		9-grade 9	....	C ....
			B	TOTAL students gr. 7-9	

(1)-grade 1	120		10-grade 10	....
(2)-grade 2	112		11-grade 11	......
(3)-grade 3	45		12-grade 12	....
4-grade 4	___		C	TOTAL students gr. 10-12
5-grade 5	___			
6-grade 6	___			
A 277	TOTAL students gr. 1-6			

4.4 1-All classes graded   4.4 __1__
    2-All classes ungraded
    3-Some classes ungraded
    If ungraded, specify ages or grades grouped together:_____

5.0 PROCESS VARIABLES - STUDENTS (Sociolinguistic)
    5.1 Students Dominant and Native language interaction and
        cultural affiliation (Indicate number of students in each
        category and specify cultural affiliation in box)
        (Circle any information which is inferred and write INF.)

	I-Non-English Dominant	English Dominant	5.0	No. 5.
1. Total Non-English Mother Tongue	I N-E Dom - NEMT 245	II. E-Dom - NEMT h.s.	NE dom I N-EMT	245 61
2. Total English Mother-Tongue		II₂ E-Dom - EMT h.s.	E dom NEMT II₁ E-Dom EMT II₂	ns hs

$II = II_1 + II_2$

I Total Non-English   II Total English   Total E-Dom 157 39
  Dominant: 245   Dominant: 157

KEY:	Non-English Dominant N-E Dom N-EMT	English Dominant E-Dom N-EMT
Non-English Mother Tongue	Example: a native Spanish speaker who uses Spanish in most contacts though he may know English	Example a native Spanish speaker who uses Spanish only in familiar contacts, and English in all others: school, work.
	N-E Dom - EMT	E-Dom - E.T.
English Mother Tongue	Example: (rare) a native English speaking Puerto Rican child, born in New York who returns to Puerto Rico and becomes Spanish dominant	Examples: 1)a native E.speaking acculturated American who may or may not know a second lang. 2)a native E. speaking Mexican-American child who has a minimal receptive knowledge of Spanish, but has a Latin culture affiliation

3.0   BILINGUAL PROGRAM DESIGN

The function of the Sacramento City Unified School District Bilingual Education
Program for Early Childhood is designed for application in preschool, kinder-
garten, and primary grade levels.

Bilingual instruction in language arts and social studies conceptual development
provide the main focus for this project. In addition, extensive multi-cultural
experiences will be utilized in both the formulation and implementation of
behaviorally oriented instructional units designed for the target students.

The elements of the Early Childhood Bilingual Education program are structured
in a manner which will effectively utilize other federally funded projects,
while providing the proper interfaces with existing,
regularly prescribed district programs of instruction.

The unique focus of the Early Childhood Bilingual Education program are
listed below:

> Preschool: Development of social awareness and improved
>   language facility.
>
> Kindergarten: Continued language development activities,
>   concept formation, and social skills acquisition.
>
> Primary   Continued emphasis, refinement, and application
> Grades: of bilingual language skills as related to
>   cultural identity, self-concept, and group
>   dynamics. Determinations at this time will be
>   made with regard to bilingual mathematics
>   instruction.

Parental Involvement: Throughout each of the designated grade

levels, stress will be placed upon

increasing parental involvement and active

participation in the instructional and

extracurricular activities of the project.

At each of the above grade levels, formal instruction will consist of two

hour and fifteen minute modules. Specially selected personnel; ability/

achievement groupings; non-graded structures; situationally adapted materials

for instruction; adaptive instructional methods; and behaviorally oriented

evaluation procedures define the operational parameters of the Sacramento

Early Childhood Bilingual Education Project.

5.2 Cultural or Ethnic identification of target students in program by number and % of each:

Indigenous Americans:	Number	Per Cent of Total Students	if inferred, check (✓)
A1 Navajo	A1	.... %	....
A2 Cherokee	A2	.... %	....
A3 Other (specify)	A3	.... %	....
A TOTAL No. of American Indian A	......	.... %	....

Americans of other ethnic backgrounds:	Number	Per Cent of Total Students	if inferred, check (✓)
B1 Mexican-American	B1 **245** (at least)	**61** %	✓
B2 Puerto-Rican	B2	....	....
B3 Cuban	B3	)	....
B4 Other Spanish-American (specify)	B4	.... %	....
B TOTAL No. of Spanish-speaking Americans	B	.... %	....
C Portuguese-American	C	.... %	....
D Franco-American	D	.... %	....
F Chinese-American	F	.... %	....
G Eskimo	G	.... %	....
H Russian	H	.... %	....
J Other	J	.... %	....
I TOTAL number of N-EMT target students	**245**	**61** %	✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 ....**n.s.**......	E1	.... %	....
E2	E2	.... %	....
II TOTAL number of EMT students other than target population	**157**	**39** %	✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language.   5.4 .**n.s.**...
(specify)

Dominant language	Different Native Language	Number	Per Cent
1-English	....	......	......
2-Spanish	....	......	......

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students		Number of students Bilingual to any extent			
Number	%	not spec.	No.	%	not spec.	only listening comprehension No. %	speaking ability No. %
E **157** English	**39** ✓		....	...	✓	....	...
A ...... American Indian							

B1 Mexican-American	B1 **245**	**61** ‰	✓	
B2 Puerto-Rican	B2	.... ‰	....	
B3 Cuban	B3	.... ‰	....	
B4 Other Spanish-American (specify)	B4	.... ‰	....	
B TOTAL No. of Spanish-speaking Americans	B	.... ‰	....	

C Portuguese-American	C	.... ‰	....
D Franco-American	D	.... ‰	....
F Chinese-American	F	.... ‰	....
G Eskimo	G	.... ‰	....
H Russian	H	.... ‰	....
J Other	J	.... ‰	....

TOTAL number of N-EMT target students **245** **61** ‰ ✓

5.3 Ethnic identity of English mother tongue students other than target population, if specified, by number and per cent.

E1 ....**nS**........ E1 ....‰ ....

E2 .... E2 _____ ......‰ ....

II TOTAL number of EMT students other than target population **157** **39** ‰ ✓

5.4 Students' native language or mother tongue if DIFFERENT from their dominant language. 5.4 ..**n.S**....

(specify)

Dominant language	Different Native Language	Number	Per Cent
1-English	....	....	....
2-Spanish	....	....	....

5.5 Students' Dominant Language and Extent of Bilingualism

Dominant language of students in program		Number of Monolingual Students			Number of students Bilingual to any extent				
Number	‰	not spec.	No.	‰	not spec.	only listening comprehension No.	‰	speaking ability No.	‰
E **157** English **39**		✓	....	....	✓	....	...	...	....
A ____ American Indian ___									
A1 ...... Navajo		......	....	....	....	...	....	....	...
A2 ...... Cherokee		......	....	....	....	...	...	...	...
A3 ...... Keresan ...		......	....	....	....	...	...	...	...
A4 .... Other (spec.)		....	...	....	....	...	....	....	...
B **245** Spanish **61**		✓	....	....	✓	..	...	...	...
C ..... Portuguese ...		...	...	...	....	..	...	...	...
D .... French ...		....	...	...	....	...	...	...	...
F ..... Chinese		....	...	...	....	...	...	...	...
G ..... Eskimo		...	...	...	....	...	...	...	...
H ..... Russian		....	...	...	...	...	...	...	...
J ..... Other (spec.)		.....	...	...	...	...	...	...	...

5.6 ..ecruitment of Students: 5.6 __1__
    0 - not specified
    1 - English Mother Tongue and Non English Mother Tongue
       Students are required to participate in the bilingual program
    2 - Only N-EMT are required to take program, EMT's participation
       is voluntary
    3 - Both EMT and N-EMT participation is voluntary
    4 - Students selected according to some criteria of project (in addition to language)

5.7 Proportion of N om pupils in project area: see Chart C   5.7 __50__%
    n.s. not specified on the chart

5.8 Community Characteristics (mark ally that apply)   5.8 __1__
    (% if more than one category, indicate percent for each)
    1 - inner city-ghetto,barrio **100** %
    2 - major city ___%
    3 - small city, town or suburb ___%
    4 - rural, farm ___%
    5 - other (specify)
       reservation

5.9 A. Socio-economic status of N-EMT participating students   5.9 A. __100__%
      (indicate specific percent of low SES)
    B. Average family income, if mentioned   B. __n.s.__
    n.s. _not specified

5.10 Socio-economic status of EMT participating students   5.10 __100__%
    (indicate specific percent of low SES on the blank)
    n.a. - not applicable (no EMT)
    00 - not specified

5.11 Proportion of migrant students in project   5.11 __0__%
    (Indicate specific percent)
    n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I __0__
                 I for   II for   II __0__
                 N-EMT group EMT group

    1 was made
    2 will be made
    0 not mentioned

6.2 If a sociolinguistic survey was or will be made,   6.2 I __n.a.__
    mark all groups included: II __n.a.__
                I N-EMT   II EMT
    1 parents
    2 children
    3 teachers
    4 community
    5 others
      (specify)

6.3 Language dominance of N-EMT groups (check A_parents, B_children, C_teachers)
    will be determined by the extent each language is used in different domains
    through various means of communication.
    e.g. specify extent descriptively: never, sometimes, always   6.3 A __n.a.__
                                  B ___
            USE NON-ENGLISH LANG.   USE ENGLISH   C ___

DOMAINS:	USE NON-ENGLISH LANG.				USE ENGLISH			
	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								

5.8 Community Characteristics (mark ally that apply) 5.8 __1__
   (% if more than one category, indicate percent for each)
   ·1 ⁻ inner city-ghetto,barrio **100** %
   2 " major city ____ %
   3 ⁻ small city, town or suburb ____ %
   4 ⁻ rural, farm ____ %
   5 " other (specify)
       reservation

5.9 A. Socio-economic status of N-EMT participating students   5.9 A. **100 %**
       (indicate specific percent of low SES)
    B. Average family income, if mentioned   B. **n.s.**
    n.s. _ not specified

5.10 Socio-econonomic status of EMT participating students   5.10 **100 %**
    (indicate specific percent of low SES on the blank)
    n.a. - not applicable (no EMT)
    00 - not specified

5.11 Proportion of migrant students in project   5.11 **0 %**
    (Indicate specific percent)
    n.s. - not specified

6.0 SOCIOLINGUISTIC SURVEY

6.1 Project states that a sociolinguistic survey: 6.1 I **0**
                                                         II **0**

	I for N-EMT group	II for EMT group
1 was made		
2 will be made		
0 not mentioned		

6.2 If a sociolinguistic survey was or will be made,   6.2 I **n.a.**
    mark all groups included: II **n.a.**

	I N-EMT	II EMT
1 parents		
2 children		
3 teachers		
4 community		
5 others (specify)		

6.3 Language dominance of N-EMT groups (check A_parents, B_children, C_teachers)
    will be determined by the extent each language is used in different domains
    through various means of communication.
    e.g. specify extent descriptively: never, sometimes, always   6.3 A **n.a.**
                                                                        B ____
                     USE NON-ENGLISH LANG.   USE ENGLISH   C ____

DOMAINS:	LISTENING	SPEAKING	READING	WRITING	LISTENING	SPEAKING	READING	WRITING
1 Home								
2 Church								
3 School								
4 Work								
5 Socializing								
6 Neighborhoo								
7 film-TV-radi								
8 Magazines,ne								
9 Others (specify)								

6.4 If not included in survey, how was student's language dominance 6.4   I | 3
determined?   I   II   II | 3
                                              N-EIT   EIT

① inferred by use of surname
② established by formal testing of students
③ assessed by informal means (specify how)   initial observation
4 -not mentioned how language dominance was
    determined

6.5 <u>Sociolinguistic Survey includes</u>: (check all that apply)   6.5 __n·a__
    An analysis to determine if an interlanguage exists
    in the community, (e.g., a mixture of two languages
    which serves as a single system of communication for
    a group of people).
    1-yes
    0-no

    Sociolinguistic survey includes items covering:

6.6 N-EIT parents' attitudes toward maintenance of child's   6.6 __n·a.__
    N-EIT in particular domains of use or complete shift
    to English
    1-yes
    0-no

6.7 EIT parents' attitudes toward their children's learning   6.7 __n·a.__
    of the N-EIT language
    1-yes
    0-no

6.8 Children's own attitudes regarding the second language   6.8 · __n·a.__
    they are learning and the speakers of that language
    1-yes
    .0-no

6.9 If not included in survey how were parental and/or   6.9 __n·s.__
    community attitudes toward N-EIT maintenance
    determined?
    1-will not be assessed
    2-will be assessed, method not specified
    3-has been or will be assessed by method other than
      sociolinguistic survey (specify how)_____

6.10 1-After sociolinguistic survey is made, how does it influence   6.10 __n·a.__
    program? (specify) (e.g. transfer or maintenance instructional
    programs)
    0-not mentioned

7.0 STAFF SELECTION

See Xerox 5a - d

7.1 Linguistic background of project teachers, by number in each category:
    (indicate non-English language in each box)

1. ✓ Language dominance not specified   (if any information is not
2. ✓ Mother tongue not specified   specified, cross out that
3. ✓ not specified whether monolingual or bilingual   heading and complete the
                                                    rest of the chart)

	A-Monolingual	B-Bilingual	7.1		No.	5
I N E Dom. NEMT	N=	N=	I A			
II E Dom EMT			I B			
			II A			

which serves as a single system of communication for
a group of people).
1-yes
0-no

sociolinguistic survey includes items covering:

6.6   N-EMT parents' attitudes toward maintenance of child's   6.6 __n.a.__
       N-EMT in particular domains of use or complete shift
       to English
       1-yes
       0-no

6.7   EMT parents' attitudes toward their children's learning   6.7 __n.a.__
       of the N-EMT language
       1-yes
       0-no

6.8   Children's own attitudes regarding the second language   6.8 __n.a.__
       they are learning and the speakers of that language
       1-yes
       0-no

6.9   If not included in survey how were parental and/or   6.9 __n.s.__
       community attitudes toward N-EMT maintenance
       determined?
       1-will not be assessed
       2-will be assessed, method not specified
       3-has been or will be assessed by method other than
         sociolinguistic survey (specify how)_____

6.10   1-After sociolinguistic survey is made, how does it influence   6.10 __n.a.__
       program? (specify) (e.g. transfer or maintenance instructional
       programs)
       0-not mentioned

7.0 STAFF SELECTION

See Xerox 5a -d   7.1   Linguistic background of project teachers, by number in each category:
            (indicate non-English language in each box)

1. ✓ Language dominance not specified
2. ✓ Mother tongue not specified
3. ✓ not specified whether monolingual or bilingual

(if any information is not specified, cross out that heading and complete the rest of the chart)

	A-Monolingual	B-Bilingual
I N E Dom. NEMT	N=	N=
II E Dom EMT	N=	N=
II₁ E Dom NEMT	N=	N=

A Total Number   B Total Number
Monolingual   Bilingual
....

Total Number
of Teachers
N 12

7.1		No.	%
I	A		
I	B		
II	A		
II	B		
II₁	A		
II₁	B		
	A	0-4	0-25%
	B	8-12	75-100%
	N	12	

Proposal states that pre-school teachers "will probably be bilingual". Infer, however, that classroom teachers were mainly monolingual in actual practice.

TEACHER - BILINGUAL EDUCATION

PRE-SCHOOL (2)

QUALIFICATIONS, DESIRED

1. Bilingual--English & Spanish

2. Successful teaching experience with bilingual children

3. Possesses a valid California Elementary Teaching Credential

4. Course work in early childhood education

5. Demonstrates an understanding of child growth and development

RESPONSIBILITIES

Provides learning experiences that will assist the child to maintain his cultural identity and acquire the understanding and skills needed in the Anglo-American society

1. Knowledge of pre-school activities

2. Makes home visits when needed

3. Continues formal education to improve understanding of methods needed to help bilingual children in their learning development

4. Utilizes materials and techniques found to be successful in the education of bilingual pre-school children

5. Works closely with regular school staff in coordination and articulation of the program

6. Provides experiences that will enhance the child's understanding of the Mexican culture

7. Maintains an attractive and meaningful learning environment

8. Plans and supervises the activities of aides

TEACHER - BILINGUAL EDUCATION

KINDERGARTEN (4)
(3 Paid for by District)

QUALIFICATIONS DESIRED

1. Bilingual--English & Spanish

2. Successful teaching experience with bilingual children

3. Possesses a valid California Elementary Teaching Credential

4. Course work in early childhood education

5. Demonstrates an understanding of child growth and development

RESPONSIBILITIES

Provides learning experiences that will assist the child to maintain his cultural identity and acquire the understanding and skills needed in the Anglo-American society

1. Knowledge of kindergarten activities

2. Makes home visits when needed

3. Continues formal education to improve understanding of methods needed to help bilingual children in their learning development

4. Utilizes materials and techniques found to be successful in the education of bilingual children

5. Works closely with regular school staff in coordination and articulation of the program

6. Provides experiences that will enhance the child's understanding of the Mexican culture

7. Maintains an attractive and meaningful learning environment

8. Plans and supervises the activities of aides

TEACHER - BILINGUAL EDUCATION

PRIMARY GRADES (15)

QUALIFICATIONS: DESIRED

1. Possess a valid California Elementary Teaching Credential

2. Knowledge and experience in teaching bilingual children

3. A desire to be a part of an experimental program and the ability to adjust to a reasonable amount of flexibility

RESPONSIBILITIES:

To organize and implement a bilingual-bicultural program with assistance from curriculum resource staff.

1. Plans daily programs of instruction to meet the needs of individual students as are included in assigned class

2. Makes home visits when needed

3. Utilizes materials and techniques found to be successful in the education of bilingual primary children

4. Provides experiences that will enhance the children's understanding of the Mexican-American culture

5. Maintains an attractive and meaningful learning environment

6. Plans and supervises the activities of instructional aides

7. Provides instruction to adult representative of children enrolled covering child development learning experiences and understanding and use of Spanish and English languages

INSTRUCTIONAL AIDES

Pre-School (2) Kindergarten (2); Primary (7)

QUALIFICATIONS DESIRED

1. A basic understanding of children and learning and an empathy for children operating in two languages

2. A desire to be a part of an experimental program and the ability to adjust to a reasonable amount of flexibility

3. Ability to work as a member of an educational team

4. Ability to assist with the supervision of students

5. Bilingual in speaking, reading, and writing Spanish and English

RESPONSIBILITIES

Under immediate teacher (pre-school or kindergarten) supervision; assists in the educational and child development activities of the school faculty

1. Assists with normal classroom routines and lesson preparation

2. Helps the teacher to understand unique aspects of Spanish culture and community

3. Performs various instructional duties as assigned by the teacher

4. Assists children in practicing language, both oral and written

5. Assists with group and individual activities as planned with the teacher

6. Acts as liaison with the community in interpretating purposes and progress of bilingual program in fostering a better understanding between school and home

7. Performs other such tasks as may be assigned by teacher

7.2 <u>Linguistic background of project aides or paraprofessionals, by number</u>:
(indicate non-English language in each box)

1. _____Language dominance not specified
2. _____Mother tongue not specified
3. _____Not specified whether monolingual or bilingual

· (If any information is not
specified, cross out that
heading and complete the
rest of the chart)

A Monolingual   B Bilingual

I N-E Dom
N-EMT

II E Dom
EMT

II₁ E Dom
N-EMT

A Total Number
Monolingual
O

B Total Number
Bilingual
7

N Total Number
of aides or
paraprofessionals
7

7.2	No.	%
I A		
I B	7	100
II A		
II B		
II₁A		
II₁B		
A	O	O
B	7	100
N	7	

7.3 <u>Language(s) used by bilingual program teachers</u>:   7.3 __2__
(Mark all that apply)

    1-Bilingual teachers teach in only one language

         1a-Bilingual teachers who teach in only one language teach in their
           <u>dominant</u> language, whether that is their native or second language.

         Bilingual teachers who teach in only one language teach in their
         <u>native</u> language:
               1b-only if native language is also their dominant language
               1c-even if native language is <u>not</u> their dominant language
               1-0-not specified

   ②-Bilingual teachers teach in both their native and second language,
     regardless of which is their <u>dominant</u> language.

    0-language(s)used by teachers not specified

7.4 <u>Language(s) used by bilingual program aides or paraprofessionals</u>: 7.4 __2__
(Mark all that apply)

    1-Bilingual aides instruct in only one language
     1a-Bilingual aides who instruct in only one language teach in
        their <u>dominant</u> language, whether or not it is their native language.
    Bilingual aides who instruct in only one lang. teach in their <u>native</u> lang.:
     1b-only if native language is also their dominant language
     1c-even if native language is not their dominant language
     1-0 not specified
   ②-Bilingual aides instruct in both their native and second language,
     regardless of which is their dominant language.

    0-language(s) used by bilingual program aides not specified

7.5 <u>Cultural affiliation of teachers, aides, project director and evaluators by
number and percent</u> (Mark all that apply) Specify cultural affiliation.

A. Teachers No. %   B. Aides   No. %   C. Proj. Director   D. Evaluator(s)No.   %

N-EMT   /   I B   _1_   10 C

II E Dom   II A   ——   ——
     EMT   II B   ——   ——
                              $II_1 A$ ——   ——
                              $II_1 B$
II$_1$ E Dom   A   **0**   **0**
     N-EMT   B   **7**   **100**
                                      N   **7**

                              N Total Number
A Total Number   B Total Number   of aides or
   Monolingual   Bilingual   paraprofessionals
     0   **7**   **7**

7.3 <u>Language(s) used by bilingual program teachers:</u>   7.3 **2**
(Mark all that apply)

    1-Bilingual teachers teach in only one language

        1a-Bilingual teachers who teach in only one language teach in their
           <u>dominant</u> language, whether that is their native or second language.

        Bilingual teachers who teach in only one language teach in their
        <u>native</u> language:
               1b-only if native language is also their dominant language
               1c-even if native language is <u>not</u> their dominant language
               1-0-not specified

   (2)-Bilingual teachers teach in both their native and second language,
      regardless of which is their <u>dominant</u> language.

    0-language(s)used by teachers not specified

7.4 <u>Language(s) used by bilingual program aides or paraprofessionals:</u> 7.4 **2**
    (Mark all that apply)

    1-Bilingual aides instruct in only one language
     1a-Bilingual aides who instruct in only one language teach in
      their <u>dominant</u> language, whether or not it is their native language.
     Bilingual aides who instruct in only ono lang. teach in their <u>native</u> lang.:
     1b-only if native language is also their dominant language
     1c-even if native language is not their dominant language
     1-0 not specified
   (2)-Bilingual aides instruct in both their native and second language,
      regardless of which is their dominant language.

    0-language(s) used by bilingual program aides not specified

7.5 <u>Cultural affiliation of teachers, aides, project director and evaluators by
    number and percent</u> (Mark all that apply) Specify cultural affiliation.

A. Teachers No. %	B. Aides No. %	C. Proj. Director	D. Evaluator(s)No. %
ns __ __	**ns** __ __	**ns**	**ns** __ __
—— —— ——	—— —— ——	————	—— —— ——
—— —— ——	—— —— ——	————	—— —— ——
—— —— ——	—— —— ——	————	—— —— ——

0-not specified

7.6 Selection of N-EMT teachers from local community
.   0-not specified

     Number of N-EMT program teachers from local community ___
     and % ___ of total N-EMT teachers.

7.6 No. %

NS ___

7.7 Number and Proportion of teachers and aides of same
     cultural background as N-EMT students:
     indicate specific percent on the blank, or

7.7 No. %

A. **NS** ___
B **1 100**

                                    if specified descriptively,
                                    1-few
          A = teachers   2-some
          B = aides   3-many
                                    4-most
                                    5-more than half
                                    0-not specified

7.8 Teacher Qualifications – Training and experience prior to project
     (Indicate number of teachers with each qualification, 7.8 **17**   **12**
                           if given)

no.'s

See Xerox Copy 5a-L

     n.s.-qualifications not spcified
       0-previous courses not specified
     1.____teacher must meet a specified level of language proficiency on a
            standardized proficiency test of the non-English language through
            which (s)he will instruct
     2.____teacher must meet a specified level of communicative competence in
            the non-English language determined by a structured interview/fluency
     3.____previous teaching through N-EMT (in country where it is a native/native-
            language, in Peace Corps)   like
     4.____previous teaching in local area/live in the community   com-
                                                                          petence
     5.____courses in N-EMT language structure and usage/ linguistics or FL training
     6.____courses in N-E literature/ or literacy in Spanish
     7.____must be bilingual
     8.____any previous education through N-EMT/content of courses learned through
     9.____courses in teaching ESL/audio lingual approach   N-EMT
     10.____courses in methods of teaching N-EMT language/language development
     11.____courses in methods of teaching content (e.g. math)in N-EMT
     12.____certification in ESL/or experience teaching ESL
     13.____certification in teaching N-EMT
     14.____cross cultural courses
     15.____courses in the cultural heritage, values, deep culture of N-EMT or
     16.____other qualifications, specify   travel .
     ⑰ **7% License required**

8.0 STAFF DEVELOPMENT   8.1 A **2,9**
                                                       B **2,9**

     0-No staff training mentioned
8.1 The project is offering training for teachers   A. For   B. For Para-
     and /or paraprofessionals in the following areas:Teachers professionals
     (mark all that apply)

     n.s.-Training indicated, but nature not specified ...
     1-English as their second language ...
     ②-The teaching of English as a second language ___   ✔   ✔
     3-X as their second language___
     4-The teaching of X as a second language___
     5-Methods of teaching other academic subjects ___
     6-Methods of teaching other academic subjects
       in X language ___
     ⑨ **Contrastive analysis of Eng. +Span.**   ✔   ✔
                                            I **1,5,7,8,9**
8.2 Stated goals of teacher training are: 8.2 II **9**   Students

7.8 Teacher Qualifications - Training and experience prior to project   no.'s
(Indicate number of teachers with each qualification, 7.8 __17__ . __12__
if given)

See
Xerox
Copy
52-L

n.s.-qualifications not specified
0-previous courses not specified

1. ___ teacher must meet a specified level of language proficiency on a
standardized proficiency test of the non-English language through
which (s)he will instruct
2. ___ teacher must meet a specified level of communicative competence in
the non-English language determined by a structured interview/fluency
3. ___ previous teaching through N-EMT (in country where it is a native/native-like
language, in Peace Corps)   competence
4. ___ previous teaching in local area/live in the community
5. ___ courses in N-EMT language structure and usage/ linguistics or FL trainin
6. ___ courses in N-E literature' or literacy in Spanish
7. ___ must be bilingual
8. ___ any previous education through N-EMT/content of courses learned through
9. ___ courses in teaching ESL/audio lingual approach   N-EMT
10. ___ courses in methods of teaching N-EMT language/language development
11. ___ courses in methods of teaching content (e.g. math)in N-EMT
12. ___ certification in ESL/or experience teaching ESL
13. ___ certification in teaching N-EMT
14. ___ cross cultural courses
15. ___ courses in the cultural heritage, values, deep culture of N-EMT or
16. ___ other qualifications, specify   travel
(17) 7x License required

8.0 STAFF DEVELOPMENT   8.1 A __2, 9__
                           B __2, 9__ .

0-No staff training mentioned

8.1 The project is offering training for teachers   A. For   B. For Para-
and /or paraprofessionals in the following areas:Teachers professionals
(mark all that apply)

n.s.-Training indicated, but nature not specified ....
1-English as their second language ....
(2)The teaching of English as a second language......   ✔   ✔
3-X as their second language...................
4-The teaching of X as a second language............
5-Methods of teaching other academic subjects ....
6-Methods of teaching other academic subjects
in X language ....
(9) Contrastive analysis of Eng.+Span.   ✔   ✔
                                 I 1,5,7,8,9

8.2 Stated goals of teacher training are: 8.2 II 1, 9   Students

	I N-EMT	II EMT
(1)Understanding of socio-cultural values . and practices of ___	✔	✔
2-Cross-cultural training _____		
3-Sensitivity to ethnocentricism and linguistic snobbery ____		
4-Awareness of the social-emotional development of _____		
(5)Strategies for accomodating the different learning styles of _____	✔	
6-Strategies for cognitive development of _____	✔	
(7)Strategies for reinforcing the self-esteem of _____	✔	✔
(8)Methods of cross-cultural teaching or teaching the bicultural component Teaching Bilingual child ____		
(9)Formulation of pupil performance objectives _____	✔	
10-Methods of evaluation of pupil performance objectives ____		

List specific courses if given (or Xerox and attach)

8.3 Methods of Teacher Training: (Mark all that apply)   8.3 _1,4,7_

  ①-courses
  2-experiential, teaching supervised by master teacher
  3-workshops where teachers offer suggestions to each other
  ④-use of video-tapes of teachers for feedback on how they are doing
  5-cross-cultural sensitivity training, t-groups
  6-interaction analysis (e.g. Flanders system)
  ⑦-other (specify) **Demonstration lessons by resource teacher**

8.4 Project provides released time to teachers and paraproffesion-   8.4 _O_
    als for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit   8.5 _1_
    toward eventual certification: 1-yes 0-not mentioned
    How? (specify) **Inservice - 3-4 college units**

8.6 Paraprofessional's role: 8.6 _3_

  1-teaching whole class
  2-teaching small groups
  3-tutoring individually
  4-clerical
  5-contributing to bicultural component
    how ? _____
  6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A _1, 3_
  (mark all that apply)   A for teachers   B for aides   B _3_

	A for teachers	B for aides
0-not specified		
1-University faculty	✔	
2-project's Master Teachers		
3-project's teachers	✔	✔
4-other (specify)		

Extension course offered by Sacramento State College

8.8 Number and Proportion of personnel giving teacher training who   8.8 no. %
    are: 1 **nS**
  1-bilingual   2 __ __
  2-bicultural   3 __ __
  3-N-EIT (specify background)

8.9 Training is provided: 8.9 _1,2_
  1-during a summer session
  2-during the academic year
  3-other (specify)

8.10 Extent of training: 8.10 A _1_
             B (indicate no. of hours)   B5
  A 1-approximately equivalent to a   5 _____ weekly   6 **nS**
    college course   6 _____ monthly   7 _1_
    2-more than one course   7 _____ bi-monthly
    3-less than one course
    4-other (specify) _____

8.11 Number and Proportion of teachers attending training: 8.11 no. %
               or: if specified descriptively, indicate: _12_ _100_
  0-not specified   6-most
  1-100%   7-many
  2-more than 75%   8-few
  3-50-74%   9-other (specify)_____
  4-25-50%
  5-1-24%

als for joint lesson planning: 1-yes 0- not mentioned

8.5 Project provides for paraprofessionals to receive course credit   8.5 __1__
toward eventual certification: 1-yes 0-not mentioned
How? (specify) __Inservice - 3-4 college units__

8.6 Paraprofessional's role: 8.6 __3__

   1-teaching whole class
   2-teaching small groups
   3-tutoring individually
   4-clerical
   5-contributing to bicultural component
     how ? _____
   6-liaison with parents

8.7 Training for project teachers and paraprofessionals is given by: 8.7 A __1, 3__
   (mark all that apply)   A for teachers   B for aides   B __3__
   0-not specified   _____   _____   Extension course offered
   1-University faculty   __✓__   _____   by Sacramento State College
   2-project's Master Teachers   _____   _____
   3-project's teachers   __✓__   __✓__
   4-other (specify)   _____   _____

                                      no.   %
8.8 Number and Proportion of personnel giving teacher training who   8.8 1 __ns__ ___
   are: 2 ___ ___
   1-bilingual   3 ___ ___
   2-bicultural
   3-N-EMT (specify background)

8.9 Training is provided: 8.9 __1,2__
   1-during a summer session
   2-during the academic year
   3-other (specify)

8.10 Extent of training: 8.10 A __1__
                      B (indicate no. of hours)   B 5
A 1-approximately equivalent to a   5 _____ weekly   6 __ns__
   college course   6 _____ monthly   7 __1__
   2-more than one course   7 _____ bi-monthly
   3-less than one course
   4-other (specify) _____

                                                no.   %
8.11 Number and Proportion of teachers attending training: 8.11 __12__ __100__
                   or: if specified descriptively, indicate:
   0-not specified   6-most
   1-100%   7-many
   2-more than 75%   8-few
   3-50-74%   9-other (specify)_____
   4-25-50%
   5-1-24%

9.0 TEACHERS' ATTITUDES

9.1 Teachers'attitudes are assessed: (Mark all that apply)   9.1 __11__
   0-not mentioned
   1-to N-EMT language or dialect
   2-to N-EMT students - expectations of achievement
   3-to N-EMT culture

   4-prior to participation in bilingual project
   5-after project training
   6-after participation for a period of time in project

   7-through a questionnaire
   8-other (specify) __attitudes toward and evaluation of extension course__

10.0 STAFF PATTERNS

10.1 Staff patterns: (mark all that apply) 10.2 Staff:
  0-not specified   ①-bilingual teacher
  ①-team teaching   ②-ESL teacher
  2-cluster teaching   3-bilingual coordinator
  ③-shared resource teacher   ④-aides or paraprofessionals
  4-other (specify) _____   5-consultant psychotherapist
                                or guidance counselor
                             6-other (specify)_____

10.1 **1,3**

10.2 **1,2,4**

10.3 Average number of pupils per class:
  0-not specified

10.3 **25** *not more than for K*

10.4 Average number of aides or paraprofessionals per class:
  0-not specified

10.4 **1**

10.5 Average number of N-ENT or bilingual aides (or para-
    professionals) per clas:
  0-not specified

10.5 **1**

10.6 Special aide to pupils having most difficulty in learning
    is given:

  1-individually   by: 3-teacher
  2-in small groups   4-special remedial teacher
  0-not specified   5-paraprofessional
                  6-parent tutor
                  7-older student tutor
                  8-peer tutor
                  9-not specified
                  10-no special help given

10.6 **1,5**

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

See Xerox 9a, b

11.1 Duration of Bilingual Education (policy)

	I	II	II$_1$
N-ENT language will be maintained in program: (mark all that apply)	NE DOM NENT	E DOM ENT	E DOM NENT
0-not specified how long			
1-as the alternative language of learning for as long as desired			
②-as the medium of instruction for special subject matter (e.g. cultural heritage)	✓	✓	✓
3-only for the length of time necessary for the acquisition of sufficient English to permit learning of academic content at an acceptable level in English	✓	✓	✓

11.1 I **2,3**
    II **2,3**
    II$_1$ **2,3**

11.2 How many years does project state is optimal for instruction
    for N-ENT group through N-ENT language to continue?

11.2 **6**

  0-not mentioned
  if for a particular number of years:
  1 2 3 4 5 ⑥ 7 8 9 10 11 12 13

  (if specified in terms of a condition, please state it -
  e.g. "if a child begins learning in N-ENT and English in Pre-K,
  N-ENT instruction should continue through high-school")

  -1 =
  -2 =

10.3 Average number of pupils per class: 10.3 __25__
   0-not specified

10.4 Average number of aides or paraprofessionals per class: 10.4 __1__
   0-not specified

10.5 Average number of N-EMT or bilingual aides (or para-   10.5 __1__
   professionals) per clas:
   0-not specified

10.6 Special aide to pupils having most difficulty in learning   10.6 __1,5__
   is given:
   1-individually   ` by: 3-teacher
   2-in small groups   4-special remedial teacher
   0-not specified   5-paraprofessional
                           6-parent tutor
                           7-older student tutor
                           8-peer tutor
                           9-not specified
                           10-no special help given

11.0 INSTRUCTIONAL COMPONENT - DURATION AND EXTENT OF BILINGUAL COMPONENT

See
Xerox 11.1 Duration of Bilingual Education (policy)   I   .   II II_1

9a,b N-EMT language will be maintained in program: ME DOM   E DOM   E DOM
      (mark all that apply)   NEMT   EMT   NEMT
      0-not specified how long
      1-as the alternative language of learning
        for as long as desired   _____   _____   _____
      (2)-as the medium of instruction for special   __✓__   __—__   __✓__
        subject matter (e.g. cultural heritage)
      3-only for the length of time necessary for   __✓__   __✓__   __✓__
        the acquisition of sufficient English to
        permit learning of academic content at an   11.1 I __2,3__
        acceptable level in English   II __2,3__
                                                                             II_1 __2,3__

11.2 How many years does project state is optimal for instruction   11.2 __6__
     for N-EMT group through N-EMT language to continue?

     0-not mentioned
     if for a particular number of years:
     1 2 3 4 5 (6) 7 8 9 10 11 12 13

     (if specified in terms of a condition, please state it -
       e.g. "if a child begins learning in N-EMT and English in Pre-K,
       N-EMT instruction should continue through high-school")

       1 =
       2 =

Duration of Bilingual Education (in practice) (Mark all that apply)

11.3 Second language learning is introduced in which grade: 11.3 I __13__
     code: C= N.A. (if no EMT)   II __13__
                          13=   14= II_1 __13__
     for each group N.A. (Pre-K) K 1 2 3 4 5 6 7 8 9 10 11 12
     I N-E DOM   ___   __✓__ _____ ___
     II E DOM   ..   __≡__ _____ ...
     II_1 DOM/NEMT   ..   __✓__ _____ ...

A B S T R A C T

EARLY CHILDHOOD BILINGUAL EDUCATION PROJECT
SACRAMENTO CITY UNIFIED SCHOOL DISTRICT

The Early Childhood Bilingual Education Program of the Sacramento City Unified School District will continue its focus upon students whose home language is predominantly Spanish. During the second year of program operation, the Bilingual Education Program will be enlarged to extend the application of the instructional services to include one additional grade level for the purposes of effecting a longitudinal demonstration of specialized instruction to target students for a second year.

The Early Childhood Bilingual Education Program will continue to be implemented in one public school, the Ethel Phillips elementary school, and one non-public school, the Holy Angels Elementary School. In these schools, preschool, kindergarten, and primary grades are included in the specialized supplemental services of this project.

Bilingual instruction in the language arts and social studies conceptual development provide the main focus for this project funded under Title VII of the Elementary and Secondary Education Act of 1965.

Concommitant functions of the specialized program in early childhood education described in this proposal include a continuing of efforts to strengthen parental involvement and community relationships as additional means for improving the educational opportunity of the predominantly Spanish speaking students in the Sacramento City Unified School District.

Implementation of the second year program will make possible continued research and demonstration in a practical program of bilingual education.

3.1.1 FIVE YEAR PROJECT OBJECTIVES
EARLY CHILDHOOD BILINGUAL EDUCATION PROGRAM

The objectives designated in this division of the project are designed to serve as minimum terminal performance objectives following the completion of five continuous years of participation in the instructional activities of this project.

3.1.1.1 Fifth Year Terminal Objectives for Spanish Speaking Children:

.1 At the end of five continuous years of participation in the bi-lingual education program, the previously designated, monolingual Spanish speaking children will demonstrate a facility equal to or above the mean on the California State adopted standardized achievement test for language.

.2 At the end of five continuous years of participation in the bilingual education program, the monolingual Spanish speaking children will demonstrate oral English proficiency comparable to that of English speaking peers of equal age and grade placement.

.3 Given a uniformly applied criterion reference test, the mono-lingual Spanish speaking children will demonstrate an ability to read, write, and speak Spanish at a level commensurate with grade placement in the educational system.

.4 Given a uniformly applied understanding/attitudinal scale, the monolingual Spanish speaking children will demonstrate a knowledge of and tolerance for socially accepted performance standards pre-dominant in either the family or dominant societal cultures.

11.4 The current project will be linked to a future Bilingual
Program at the indicated grade level: (indicate specific grade)

	00	0 not	grades					14 Voc.
code:	(if no EIT)	specified	1-3	4-6	7-9	10-12	13-college	training
I E-S DOM		---	...	.---	---	---	.---	---
II I-DOM - EIT		---	...	...	.---	---	.---	-.--
III E-DOM/NEIT		--.-	..	.--	---,	.--	.--	--.-

code: 13=College or University (Other professional training) 11.4 I ..**0**...
14=Federal, State, or Private Vocational Job training   II ..**0**...
                                                            I₄ **0**

11.5 Second language learning for English dominant students is   11.5 I₂ **6**...
projected through grade: II ..**6**..
          00 if 0 not   grades
    code: no EIT specified 1 2 3 4 5 (6) 7 8 9 10 11 12
Il EIT ... --- ... ...
IIₕ N-EIT/E Dom ... ...

11.6 Learning in their native language for Non-English dominant   11.6 ..**6**...
students is projected through grade:
0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language
per day for N-EIT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EIT	11.8 Total Min. per day of any instruction	11.8 Subjects taught in native lang.	11.9 % of time per day of instruction through N-EIT
Pre K	**25**	**nS**	**m, SS**	Pre K **NS**
K	**25**		**m, SS**	K
1	**nS**		**nS**	1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.10 The amount of instructional time in and through their native language
for N-EIT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EIT, E dom students

	11.10 Min. per day of instruction through N-EIT	11.11 Total Min. per day of any instruction	11.11 Subjects taught in native lang.	11.12 % of time per day of instruction through N-EIT
Pre K+K	**25**	**nS**	**m, SS**	Pre K+K **NS**
1	**nS**		**nS**	1
2				2
3				3
4				4
5				5
6				6

11.5 <u>Second language learning for English dominant students is</u>   11.5 I₂ **6**
<u>projected through grade:</u>   II **6**

               00 if 0 not   grades

        code: no EIT specified 1 2 3 4 5 (6) 7 8 9 10 11 12

II EIT

1I₁ N-EIT/E Dom

11.6 <u>Learning in their native language for Non-English dominant</u>   11.6 **6**
<u>students is projected through grade:</u>

0=not specified/Grade 1 2 3 4 5 6 7 8 9 10 11 12

11.7 The amount of instructional time in and through their native language
per day for N-EIT students who are N-E dominant is:

code: 0=not specified m=math s = science ss = social studies

	11.7 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.8 Subjects taught in native lang.		11.9 % of time per day of instruction through N-EIT
Pre K	25	ns	m, ss	Pre K	NS
K	25		m, ss	K	
1	ns		ns	1	
2				2	
3				3	
4				4	
5				5	
6				6	
7				7	
8				8	
9				9	
10				10	
11				11	
12				12	

11.10 The amount of instructional time in and through their native language
for N-EIT students who are English dominant is:

code: 0 = not specified N.A. = not applicable, no N-EIT, E dom students

	11.10 Min. per day of instruction through N-EIT	Total Min. per day of any instruction	11.11 Subjects taught in native lang.		11.12 % of time per day of instruction through N-EIT
Pre K +K	25	ns	m, ss	Pre K +K	NS
1	ns	ns	n s	1	
2				2	
3				3	
4				4	
5				5	
6				6	
7				7	
8				8	
9				9	
10				10	
11				11	
12				12	

11.13   1-Program is one-way - only non-English Mother Tongue   11.13 __2__
          students (including N-EMT-English dominant). English
          Mother tongue students do not receive instruction in
          a second language
        0-no English Mother tongue students
        (2 - 2 way) - EMT learn the second language

11.14   The amount of instructional time in and through their second language
          for pupils who are native speakers of English is:

        code: 0 = not specified   N.A. = not applicable, no English MT students

	11.14 Min. per day of instruction through N-EMT	Total min. per day of any instruction	11.15 Subjects taught in second lang.	11.16 % of time per day of instruction through N-EMT
PreK+K	25	n.s.	m, s.s.	Pre K n.s.
1	n.s.		n.s.	1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17   Mixed or separate language usage by teacher and/or aide   11.17 __n.s.__
          in the classroom (mark all that apply)

        0-not specified
        1-languages are never mixed by either the teacher, aide or the
          pupil in any one class period; only one language is used.
        2-the second language is used exclusively by the teacher, aide
          and pupil during at least one portion of the school day.
        3-the teacher uses one language exclusively within a class period;
          pupils are allowed to use either native or second language.
        4-the teacher uses only one language; however, the aide or para-
          professional uses another during the same class period; students
          may use either.
        5-the teacher reinforces any conversation initiated by the child
          through the use of whichever language the child has used at the time.
        6-constant switching from one language to another by teacher during
          lesson.
        7-the teacher uses English and the paraprofessional then translates
          the same material for N-EMT pupils.
        8-other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

        (Mark all that apply; some projects may use a combination   12.0 __1,2a__
          of methods)

        1-Audio-lingual habit skills or behavioral approach. Emphasis
          on communication. Includes contrastive analysis of sounds
          (units) in both languages by teacher and students, student

	Min. per day of instruction through N-EMT	Total min. per day of any instruction	Subjects taught in second lang.	% of time per day of instruction through N-EMT
PreK+K	25	n.s.	m, ss	Pre K n.s.
1	n.s.		n.s.	1
2				2
3				3
4				4
5				5
6				6
7				7
8				8
9				9
10				10
11				11
12				12

11.17 Mixed or separate language usage by teacher and/or aide ——— ⟋   11.17 **n.s.**
in the classroom (mark all that apply)

0—not specified
1—languages are never mixed by either the teacher, aide or the
pupil in any one class period; only one language is used.
2—the second language is used exclusively by the teacher, aide
and pupils during at least one portion of the school day.
3—the teacher uses one language exclusively within a class period;
pupils are allowed to use either native or second language.
4—the teacher uses only one language; however, the aide or para-
professional uses another during the same class period; students
may use either.
5—the teacher reinforces any conversation initiated by the child
through the use of whichever language the child has used at the time.
6—constant switching from one language to another by teacher during
lesson.
7—the teacher uses English and the paraprofessional then translates
the same material for N-EMT pupils.
8—other (summarize)

12.0 METHODS OF SECOND LANGUAGE TEACHING

(Mark all that apply; some projects may use a combination   12.0 **1, 2a**
of methods)

①—Audio-lingual habit skills or behavioral approach. Emphasis
on communication. Includes contrastive analysis of sounds
(units) in both languages by teacher and students, student
repitition of tapes and/or fluent teachers' model sentence
patterns until responses are automatic. Structural drills and
dialogues are systematically presented. Includes direct as-
sociation between object and word in second language in a
sequence of patterns learned in complete sentences. Inductive-
generalizations drawn from examples.

2—Transformational-cognitive approach
Acquiring an understanding of the structural patterns or
grammatical rules of a language.

2a-inductive -generative approach: through listening to communication, perhaps of peers, and attempting the new language in situations which call for the student to generate sentences - test his understanding. (the way native language is acquired)
Includes direct association between object, picture or action and word in second language.

2b-deductive - the cognitive code approach: through initial formal study and analysis of grammatical structures, then applying them through examples, i.e. answering questions, or transforming affirmative sentences to negative, declarative to interrogative, active to passive.

3-Grammar - Translation Method
Formal study of rules of grammar and translation from first language to second. Emphasis on reading in second language rather than using it for oral communication.

13.0   DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

Note this section left "not Specified" after verification.

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang

0 = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

13.1 Second language listening-speaking skills are learned:

13.1 IB **ns**
IIB **ns**

1-concurrently with dominant language listening-speaking skills
2-after a specified level of competency achieved in listening-speaking skills in dominant language
3-a specified period of time after listening-speaking skills in dominant language taught

13.2 ALM sequence followed:

13.2 IA **ns**
IB ___
IIA ___
IIB ___

1-Listening-speaking proficiency precedes introduction of reading
2-Reading is taught concurrently with listening-speaking skills
3-Learning to read overlaps learning of listening-speaking skills
4-There is some overlap between learning to read and to write

13.3 Listening-speaking proficiency determined by:

13.3 IA **ns**
IB ___
IIA ___
IIB ___

1-measure of listening-speaking proficiency
2-informal assessment by teacher

13.4 Second language reading skills

13.4 IB **ns**

to negative, declarative to interrogative, active to passive.

C-Grammar - Translation Method
Formal study of rules of grammar and translation from first language
to second. Emphasis on reading in second language rather than using
it for oral communication.

13.0   DOMINANT AND SECOND LANGUAGE SKILLS SEQUENCE

AL-M* Language Skills Sequence
(*Audiolingual Method: listening, speaking, reading and writing)

*Note. this section left "not
specified" after verification.*

Ⓞ = not specified
(Use not applicable (n.a.) if project has no Eng. dom. students)

	I Non Eng dom students		II Eng dom students	
	A in dom lang	B in second lang	A in dom lang	B in second lang
13.1 Second language listening-speaking skills are learned:				13.1 IB **ns** IIB **ns**
1-concurrently with dominant language listening-speaking skills		___		___
2-after a specified level of competency achieved in listening-speaking skills in dominant language		___		___
3-a specified period of time after listening-speaking skills in dominant language taught		___		___
13.2 ALM sequence followed:				13.2 IA **ns** IB IIA IIB
1-Listening-speaking proficiency precedes introduction of reading	___	___	___	___
2-Reading is taught concurrently with listening-speaking skills	___	___	___	___
3-Learning to read overlaps learning of listening-speaking skills	___	___	___	___
4-There is some overlap between learning to read and to write	___	___	___	___
13.3 Listening-speaking proficiency determined by:				13.3 IA **ns** IB IIA IIB
1-measure of listening-speaking proficiency	___	___	___	___
2-informal assessment by teacher	___	___	___	___
13.4 Second language reading skills are learned:				13.4 IB **ns** IIB **ns**
1-concurrently with learning to read in dominant language		___		___
2-after a specified level of dominant language reading competence achievement		___		___
3-a specified period of time after learning to read in dominant language (e.g. a specific grade)		___		___
4-before learning to read in dominant language		___		___

	I Non Eng dom students		II Eng dom students	
	A dom lang	B second lang	A dom lang	B second lang

13.5 Reading is introduced:
  A-individually, when child is ready
or at a specific time during grade: K

K	___	___	___	___
1	___	___	___	___
2	___	___	___	___
3	___	___	___	___
	___	___	___	___

13.5 IA **hs**
     IB ___
     IIA ___
     IIB ___

13.6 Reading readiness is determined by:
  1-test of reading readiness
  2-informal teacher assessment

___	___	___	___
___	___	___	___

13.6 IA **ns**
     IB ___
     IIA ___
     IIB ___

13.7 Grade level reading is expected:

1-in first grade	___	___	___	___
2-in second grade	___	___	___	___
3-in third grade	___	___	___	___
4-in fourth grade	___	___	___	___
5-in fifth grade	___	___	___	___
6-in sixth grade	___	___	___	___
7-other (specify)	___	___	___	___

13.7 IA **ns**
     IB ___
     IIA ___
     IIB ___

13.8 Grade level academic achievement (math, science, etc.) in the
    SECOND language is expected:
  1-in the first grade
  2-second grade
  3-third grade
  4-fourth grade
  5-fifth grade
  6-sixth grade
  7-other (specify)

13.8 IB **K**
     IIB **K**

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
    (mark all that apply)

14.0 I **3, 4**
     II **2**

I = N-E dom students	II = E dom students

1-Second language learning is only a sep-
  arate subject for English-speaking stu-
  dents; the second language is not used
  as a medium of instruction for other
  subjects.

	___

2-Second language learning is both a sep-
  arate subject and also a medium of
  instruction for other subjects.

___	✓

3-Second language learning is always in-
  tegrated with the learning of course
  content (such as social studies) or as
  a medium of cognitive development.

✓	___

4-Academic content taught in the native
  language is used as the referential
  content of   second language learning
  (the same concept taught in the native

13.6 Reading readiness is determined by:
1-test of reading readiness
2-informal teacher assessment

13.6 IA **ns**
IB
IIA
IIB

13.7 Grade level reading is expected:
           1-in first grade
           2-in second grade
           3-in third grade
           4-in fourth grade
           5-in fifth grade
           6-in sixth grade
           7-other (specify)

13.7 IA **ns**
IB
IIA
IIB

13.8 Grade level academic achievement (math, science, etc.) in the
    SECOND language is expected:
1-in the first grade
2-second grade
3-third grade
4-fourth grade
5-fifth grade
6-sixth grade
7-other (specify)

13.8 IB **K**
IIB **K**

14.0 INTEGRATION OF SECOND LANGUAGE LEARNING WITH OTHER LEARNING:
    (mark all that apply)

14.0 I **3, 4**
II **2**

	I = N-E dom students	II = E dom students
1-Second language learning is only a separate subject for English-speaking students; the second language is not used as a medium of instruction for other subjects.		____
2-Second language learning is both a separate subject and also a medium of instruction for other subjects.	____	✓
3-Second language learning is always integrated with the learning of course content (such as social studies) or as a medium of cognitive development.	✓	____
4-Academic content taught in the native language is used as the referential content of second language learning (the same concept taught in the native language is taught in the second language).	✓	____
5-Different academic content is taught in the second language from that which is taught in the native language.	____	____
0-not specified	____	____
6-other (specify)		

	I		II		15.0 IA **ns**
15.0 TREATMENT OF CHILD'S LANGUAGE:	Non Eng. dom. students		Eng. dom. students		IB___
					IIA___
	A -in dom. lang.	B 2nd lang.	A Eng.	B 2nd lang.	IIB___

1-The child's language is respected.
It is not corrected, rather, all
of the child's speech is accepted.
However, the teacher provides a
model of the standard language
aiming toward child's eventual
control of the standard form.   ___ ___ ___ ___

2-The child's language is corrected-
the teacher points out errors and
demonstrates the standard form.   ___ ___ ___ ___

3-Other (specify)   ___ ___ ___ ___

0-Not specified   ___ ___ ___ ___

See
Xerox
Copy
14a

16.0 MATERIALS

16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)
1-Linguistically based
(Merrill or Miami Linguistic
readers, ITA, etc.)   16.1 IA___ IB   II.___ IIB_____

(2)-Basal readers   ✓   ✓   ✓   ✓

3-Dialect readers   ___ ___   ___ ___

4-Experience charts (stories
dictated by children)   ___ ___   ___ ___

16.2 If some reading material is in
the child's dialect, indicate how
long it is used: 16.2 IA **na**   II. **na**
1-Grade 1
2 Grade 2
3-Grade 3
4-Beyond Grade 3
0-not specified   (Please indicate ✓ on line -)

16.3 The following are techniques and materials used for second language learning:
0-none specified
1-pattern drills
2-dialog memorization
(3)-choral repetition
(4)-songs
5-programmed instruction
(6)-stories read to children
AUDIO VISUAL AIDES
(7)-films, filmstrips
8-flannel or magnetic boards
(9)-realia, graphic displays: **toys**
(10)-records, tapes
11-listening centers
(12)-multi-media approach **closed circuit TV**
Experiential:
(13)-role playing

aiming toward child's eventual
control of the standard form.   ____ ____ ____ ____

2-The child's language is corrected-
  the teacher points out errors and
  demonstrates the standard form.   ____ ____ ____ ____

3-Other (specify)   ____ ____ ____ ____

0-Not specified   ____ ____ ____ ____

See

Xerox 16.0 MATERIALS

Copy 16.1 Reading Materials-Types
Reading Materials are: (mark all that apply)
14 a 1-Linguistically based
    (Merrill or Miami Linguistic
    readers, ITA, etc.)   16.1 IA___ IB   II.___ IIB___

(2)-Basal readers   ✓ ✓   ✓ ✓

3-Dialect readers   ___ ___   ___ ___

4-Experience charts (stories
  dictated by children)   ___ ___   ___ ___

16.2 If some reading material is in
  the child's dialect, indicate ho,
  long it is used:
  1-Grade 1   16.2 IA **na**   II. **na**
  2-Grade 2
  3-Grade 3
  4-Beyond Grade 3
  0-not specified

(Please indicate ✓ on line -)

16.3 The following are techniques and materials used for second language learning:
  0-none specified   ___   ___
  1-pattern drills   ___   ___
  2-dialog memorization   ___   ___
  (3)choral repetition   ✓✓   ✓✓
  (4)songs   ✓✓   ✓✓
  5-programmed instruction   ___   ___
  (6)stories read to children   ✓   ✓
      AUDIO VISUAL AIDES
  (7)films, filmstrips   ✓   ✓

  8-flannel or magnetic boards   ✓   ✓
  (9)realia, graphic displays: **toys**   ✓✓✓   ✓✓✓
  (10)records, tapes   ✓✓   ✓✓
  (11)listening centers   ✓✓✓✓   ✓✓✓✓
  (12)multi-media approach **closed**   ✓   ✓
      Experiential: **circuit TV**
  (13)role playing   ✓   ✓
  14-puppetry   ___   ___
  15-experience charts   ___   ___
  16-primary typewriter   ___   ___
  17-learning through direct experience   ___   ___
      with materials e.g. Montessori
  18-activity centers-chosen by child   ___   ___
  (19)other (specify)   ___   ___
      Learning outside the classroom:
  (20)-field trips   ✓   ✓
  21- suggested TV programs   ___   ___
  22- other (specify)   ✓   ✓
      parental reinforcement of concepts learned in class

MATERIALS

8.0   FACILITIES, MATERIAL, AND EQUIPMENT

8.1   Facilities:

All arrangements for housing all classes of the bilingual education project
will be a shared responsibility of the Sacramento City Unified School
District and the Holy Angels Elementary School, through the utilization
of existing classroom and supportive service spaces.

8.2   Materials:

The instructional requirements of the Early Childhood Bilingual Education pro-
ject necessitates the development of specialized materials to meet the educa-
tional needs of the target population. Whenever possible, advantage will be
made of currently available materials and the testing of the applicability of
these available materials will be a concommitant function of this project
operation. Particular consideration will be given to the selection and
specialized. uses of materials in each of the following major categories in
support of designated project objectives and activities.

> Perceptual development materials
> Cognitive growth materials
> Materials for social skills acquisition
> Language development materials
> Materials for physical/motor skill development
> Bicultural library materials
> Bilingually oriented audio-visual materials
> Appropriate testing and evaluation materials

8.3   Equipment:

Equipment selected for use in the classrooms of the Early Childhood Bilingual
Education Project will have capabilities for application in individual and
small group instruction and play activities. Items which have been demonstrated
as being particularly effective in the coordinative and social development of

bilingual children include at least the following:

> Tape recorders
> Record player
> Listening centers
> Projection equipment
> Balance beam and motor development equipment
> Specialized furniture (classroom and office)
> Instructional toys

In addition to those items noted above, closed circuit television/video tape

recording facilities will be utilized in the implementation of this project.

Standard support equipment will be provided, as in the instances of regularly

established classrooms, by the Sacramento City Unified School District.

16.4 The sources of Non-English materials and textbooks are: 16.4 <u>1, 2, 3,</u> 7, 8,
    (mark all that apply)   9, 12
    0-not specified
    (1)-are written by native speakers of that language
    (2)-commercially prepared and published in countries where
        N-E is the native language
    (3)-developed by the project's own bilingual staff
    (4)-developed by the staff of another bilingual project (specify which)
    5-developed in conjenction with project parents
    6-developed by or with members of N-EMT community
    (7)-are culturally appropriate for N-E culture
       (specify how this is determined)
    (8)-are cross cultural
    (9)-commercially prepared and published in the U.S.
    10-are translations of U.S. texts
    11-are coordinated with materials used in the regular subject
      curriculum
    (12)-other (specify)

16.5 The specific bilingual/bicultural materials used in the language   16.5 <u>n S</u>
    component are:
    0-not specified
    1-xerox attached-page and document _____

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language   17.1_ <u>2, 4, 5</u>
    groups: (mark all that apply)
    0-not specified
    <u>Pupils of both linguistic groups are:</u>
      always mixed for all learning
    (2)-mixed for language learning
    3-mixed for some academic subject learning
    (4)-mixed for non-academic learning; art, music, gym, health
    (5)-separated for native and second language learning into
      dominant language groups ✶
    6-separated for most academic subject learning into dominant
      language groups
    7-never mixed for language or other academic learning
    8-other (specify) ✶(Separated for ESL instruction)
    n.a. - (no EMT students)

17.2 Students are grouped for language instruction: 17.2 <u>1, 2, 3</u>
    (mark all that apply)   A-more than ½ the time   B Less than ½ the time
    0-not specified
    (1)-total class
    (2)-small groups (specify size)   <u>4-6, 10-20</u>
    (3)-individual instruction

17.3 Criteria for grouping:

	I Non Eng dom	Students II Eng dom EMT	II₁ Eng dom NEMT
0-not specified			
1-by age			
(2)-by native language	✓	✓	✓
(3)-by dominant language	✓	✓	✓
(4)-by language proficiency	✓		
(ex. level of reading skill)		✓	✓
n.a. not applicable			
(no E.dom/NEMT)			

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)   18.1 <u>6</u>
    no-not mentioned

(specify how this is determined)
8-are cross cultural
9-commercially prepared and published in the U.S.
10-are translations of U.S. texts
11-are coordinated with materials used in the regular subject
   curriculum
12-other (specify)

16.5 The specific bilingual/bicultural materials used in the language   16.5 _n S_
     component are:
     0-not specified
     1-xerox attached-page and document _____

17.0 STUDENT GROUPING

17.1 Student grouping; mixed or separated into dominant language   17.1_ _2,4,5_
     groups: (mark all that apply)
     0-not specified
     <u>Pupils of both linguistic groups are</u>:
        always mixed for all learning
        2-mixed for language learning
        3-mixed for some academic subject learning
        4-mixed for non-academic learning; art, music, gym, health
        5-separated for native and second language learning into
          dominant language groups ✳
        6-separated for most academic subject learning into dominant
          language groups
        7-never mixed for language or other academic learning
        8-other (specify)
     n.a. - (no E.T students) **(Separated for ESL instruction)**

17.2 Students are grouped for language instruction: 17.2 _1,2,3_
     (mark all that apply)   A-more than $\frac{1}{2}$ the time   B Less than $\frac{1}{2}$ the time
     0-not specified
     1-total class
     2-small groups (specify size)   _4-6, 10-20_   _____
     3-individual instruction

17.3 Criteria for grouping: Students
     0-not specified   I Non Eng   II Eng dom   II₁ Eng dom
                                 dom   EMT   NEMT
     1-by age
     2-by native language   ✓   ✓   ✓
     3-by dominant language   ✓   ✓   ✓
     4-by language proficiency   ✓
       (ex. level of reading skill)___   ✓   ✓
     n.a. not applicable
       (no E.dom/NEMT)

18.0 TUTORING

18.1 Student Tutoring is: (mark all that apply)   18.1 _6_
        no-not mentioned .
        0-type is not specified
        1-inter-ethnic (N-EMT student tutors EMT students)
        2-intra-ethnic (N-EMT student tutors N-EMT)
        3-done by older children (cross age)
        4-done by peers (same age)
        5-other (specify) _____
        6 College students
18.2 Paraprofessionals or aides give tutoring or instruction as follows:
        0-area not specified   18.2 _2,3,4_
        1-inter-ethnic (N-EMT aide tutors EMT student)
        2-in the acquisition of native language skills
        3-in the acquisition of second language skills
        4-in other academic subjects

18.3 Parent tutoring: (mark all that apply)   18.3 __4, 5, 6, 7__
        no-not mentioned
        0-type not specified
        1-inter-ethnic parent tutoring is used
        2-intra-ethnic parent tutoring is used

    Parents are trained to become tutors for their children:
        3-in the home by a home-visiting teacher
        (4)-in an adult education component
        (5)-in school through observation and guidance of teacher
        (6)-as parent volunteers who tutor during the school day
        (7)-materials are provided for use in home by parents
        8-other (specify)

19.0 CURRICULUM PATTERNS   19.0 __2, 3, 4, 5, 6, 8__

    The stated curriculum pattern of the bilingual project:
    1-Except for inclusion of N-EMT instruction the curriculum is
      otherwise typical or regular, for this state.
      There are other modifications whithin the curriculum of the
      bilingual program which differ from traditional, typical curri-
      culum such as: (mark all that apply)
        (2)-a non-graded classroom: pupils of different ages are
            grouped together during part of the school day
        (3)-flexible or modular scheduling
        (4)-small group instruction
        (5)-individualized learning
        (6)-open classroom
        (7)-guided discovery and inquiry
        (8)-a curriculum which is both child and subject-centered
        9-others (specify)
        10-if the program includes activities which complement
           experiences children encounter in the home, community
           and through mass media i.e. TV, describe below:

20.0 COGNITIVE DEVELOPMENT

20.1 Cognitive development in early childhood grades is fostered through:
        0-method not mentioned   20.1 __1, 2, 3, 4__
        (1)-structured envirionment rich with materials child can manipulate
            order, compare, match for perceptual-motor development
        (2)-non-verbal materials, such as Montessori materials from which
            children can learn sensory discrimination, matching, seriation,
            counting, addition, subtraction
        (3)-labeling and discussion of concepts related to time, space, distance,
            position
        (4)-labeling and grouping actual objects to learn classification;
            grouping objects with common attributes and labeling their
            attributes (i.e. colors, sizes)
        5-direct experience of processes of science through discovery, using
          materials rather than text; active experimentation by child with teacher's
          guidance rather than teacher demonstration.
        6-direct experience of math through discovery rather than instruction
        7-other (specify or xerox) p. no. and document:

7-materials are provided for use in home by parents
8-other (specify)

19.0 CURRICULUM PATTERNS

19.0 __2, 3, 4, 5, 6, 8__

The stated curriculum pattern of the bilingual project:

1-Except for inclusion of N-EMT instruction the curriculum is
otherwise typical or regular, for this state.
There are other modifications whithin the curriculum of
bilingual program which differ from traditional, typica. curri-
culum such as: (mark all that apply)

(2)-a non-graded classroom: pupils of different ages are
grouped together during part of the school day
(3)-flexible or modular scheduling
(4)-small group instruction
(5)-individualized learning
(6)-open classroom
(7)-guided discovery and inquiry
(8)-a curriculum which is both child and subject-centered
9-others (specify)
10-if the program includes activities which complement
experiences children encounter in the home, community
and through mass media i.e. TV, describe below:

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(2)-non-verbal materials, such as Montessori materials from which
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(3)-labeling and discussion of concepts related to time, space, distance,
position
(4)-labeling and grouping actual objects to learn classification;
grouping objects with common attributes and labeling their
attributes (i.e. colors, sizes)
5-direct experience of processes of science through discovery, using
materials rather than text; active experimentation by child with teacher's
guidance rather than teacher demonstration.
6-direct experience of math through discovery rather than instruction
7-other (specify or xerox) p. no. and document:

20.2 Cognitive development in later grades (grade 4 and above)
0-method not mentioned
__n.a.__
1-specify or xerox p. no. and document
n.a.--no grade 4 or later grades

21.0 <u>SELF-ESTEEM</u>   21.0 **2,3,4,5,6,**
                                                                      7, 8

    <u>Stated methods of project compenent expected to increase self-esteem:</u>
    no-self-esteem not mentioned as an objective
     0-self-esteem is an objective but methods not specified
       Teacher encourages pupil to verbally express his feelings:
          1-through role-playing
          (2)puppetry
          (3)language-experience approach: students dictate stories from
            their own experience
          (4)teacher accepts, acknowledges ideas and feelings
          (5)teacher encourages non-verbal expression of child's feelings
            through painting, music, dancing
          (6)teacher provides experiences in which the various ways that
            children act are accepted by the teacher; their actions are
            discussed and the children are encouraged not to make fun of
            "different" ways
          (7)teacher provides experiences leading to competency and
            success
          (8)teacher provides experiences where occasional failure is
            acknowledged as part of everyone's experience; second
            attempts are encouraged
          9-other (specify) (xerox or summarize) document page #

    Teacher provides experiences in pupil self-direction and acceptance of
    responsibility, such as:
         10-pupils act as tutors for other pupils
         11-puils have some options in choice of curriculum
         12-pupils choose activities from a variety of interest centers
         13-older puils participate in curriculum planning and/or
           development
         14-pupils write a bilingual newspaper for dissemination to the
           community
         15-other (specify)

22.0 LEARNING STRATEGIES   22.0 **6**

    1-The project mentions the following specific learning strategies
      as important for reaching a particular ethno-linguistic group:
      (specify or xerox)   Document and Page no.
      Example: Navajo children resist participation in an authoritarian,
      traditional classroom. An open classroom where teacher partici-
      pates rather than directs all activities and students or groups of
      students initiate activites, move about freely or sit in a circle or
      horseshoe rather than sit in rows, has been found more effective.
    0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 **3, 6**
    1-bilingual alone
    2-bilingual and bicultural
    (3)bilingual and multicultural
    0-not specified as to which of the above

(4)teacher accepts, acknowledges ideas and feelings
(5)teacher encourages non-verbal expression of child's feelings
through painting, music, dancing
(6)teacher provides experiences in which the various ways that
children act are accepted by the teacher; their actions are
discussed and the children are encouraged not to make fun of
"different" ways
(7)teacher provides experiences leading to competency and
success
(8)teacher provides experiences where occasional failure is
acknowledged as part of everyone's experience; second
attempts are encouraged
9-other (specify) (xerox or summarize) document page #

Teacher provides experiences in pupil self-direction and acceptance of
responsibility, such as:
10-pupils act as tutors for other pupils
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12-pupils choose activities from a variety of interest centers
13-older puils participate in curriculum planning and/or
development
14-pupils write a bilingual newspaper for dissemination to the
community
15-other (specify)

22.0 LEARNING STRATEGIES   22.0 ___O___

1-The project mentions the following specific learning strategies
as important for reaching a particular ethno-linguistic group:
(specify or xerox)   Document and Page no.
Example: Navajo children resist participation in an authoritarian,
traditional classroom. An open classroom where teacher partici-
pates rather than directs all activities and students or groups of
students initiate activites, move about freely or sit in a circle or
horseshoe rather than sit in rows, has been found more effective.
0-none mentioned

23.0 BICULTURAL COMPONENT

23.1 This program is: 23.1 __3/ 6__
1-bilingual alone
2-bilingual and bicultural
(3)bilingual and multicultural
0-not specified as to which of the above
4-an ethnic studies program is included in the bilingual program
5-art, posters, realia, crafts of both cultures are exhibited in
the classroom
(6)language and cultural content are integrated
7-other (specify)

23.2 Cross-cultural awareness: 23.2 ___O___

    If project mentions specific values or modes of behavior of
    N-EIT culture, please summarize below: (or attach xerox)
    ⌐ ird in document _____, page # _____.
    __-not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in   23.3 ___O___
    either or both groups, describe below: (or xerox-document page/#)
    0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EIT culture   23.4 _1,2,3,4,7_
    involves (mark all that apply)
    0-no bicultural component mentioned
    (1)-Humanistic aspects of culture: ideals and values, literature
        (oral or written), achievement of particular people or politcal
        movements
    (2)- Historical-cultural heritage of the past--contributions to art
        and science
    (3)-'Deep' culture: family patterns and contemporary way of life.
    (4)-Itemization of surface aspects of a country--geography, dates
        of holidays etc.
    5-A specific culture only e.g. one Indian tribe
    6-Various cultures of same ethnic/linguistic group (i.e. Spanish-
        speaking peoples)
    (7)-A third culture different from NEIT or IMT
    8-Other (specify)

23.5 American culture is defined: 23.5 ___2___
    0-not specified
    1-narrowly: primarily Anglo-Saxon orientation
    (2)-broadly: ethnic pluralism of America--multicultural
        contributions of various ethnic groups discussed
    3-other(indicate document and page number for xerox) or
        elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 _1,3_
    0-group not specified.
    (1)-project children
    2-adults of the project community
    (3)-teachers
    no-bilingual library not mentioned

23.3 1-if project mentions efforts to decrease ethnocentrism in   23.3 __0__
      either or both groups, describe below: (or xerox-document page/#)
      0-none mentioned

23.4 In the bicultural compenent knowledge of the N-EIT culture   23.4 __1,2,3,4,7__
      involves (mark all that apply)
      0-no bicultural component mentioned
      (1-)Humanistic aspects of culture: ideals and values, literature
          (oral or written), achievement of particular people or politcal
          movements
      (2-) Historical-cultural heritage of the past--contributions to art
          and science
      (3-)'Deep' culture: family patterns and contemporary way of life.
      (4-)Itemization of surface aspects of a country--geography, dates
          of holidays etc.
      5-A specific culture only e.g. one Indian tribe
      6-Various cultures of same ethnic/linguistic group (i.e. Spanish-
          speaking peoples)
      (7-)A third culture different from NEIT or EIT
      8-Other (specify)

23.5 American culture is defined: 23.5 __2__
      0-not specified
      1-narrowly: primarily Anglo-Saxon orientation
      (2-)broadly: ethnic pluralism of America--multicultural
          contributions of various ethnic groups discussed
      3-other(indicate document and page number for xerox) or
          elaborate in your own words

24.0 COMMUNITY COMPONENT

24.1 Bilingual libraries are provided for: 24.1 __1,3__
      0-group not specified
      (1-)project children
      2-adults of the project community
      (3-)teachers
      no-bilingual library not mentioned

24.2 An ethnic studies library is provided for: 24.2 __3__
      0-group not specified
      1-project children
      2-adults of the project community
      (3-)teachers
      no-ethnic studies library not mentioned

24.3 Provision is made by the school for informing the parents
   and community about the program through:(Mark all that apply)   24.3 **3, 5, 6, 8, 9**
      0-method not specified
      no-no provision for informing community
      1 ⍺bilingual newsletter
      2. ⍺mon〉lingual newsletter
      ③news sent to mass media.
      4-if articles included with project, check 4
      ⑤bilingual fliers sent home
      ⑥formal meetings
      7-informal meetings open to entire community
      ⑧meetings conducted in both languages
      ⑨home visits
      10-other (specify)
      11-project director personally involved in program
         dissemination. specify how

See
Xerox   24.4 Community involvement in the formulation of school policies
Copy 19a-c   and programs is sought through: 24.4 **1, 3, 4, 5**
                     0-type not specified
                     no-not sought
                     ①existing community groups working with program
                     ②bilingual questionnaires
                     3-community-school staff committees
                     ④community advisory groups
                     ⑤formal meetins open to the entire community
                     6-informal meetings with community groups
                     7-other (specify)
                     8-project director personally seeks involvement of community
                        in program. specify how

24.5 The school keeps informed about community interests, events and
   problems through: 24.5 **2, 3, 4**
      no-no mention of school seeking to be informed about community
      1-meetings open to the entire community conducted in both
         languages
      2-community representatives to the school
      3-bilingual questionnaire sent to the home
      4-home visits by school personnel
      5-other (specify)   *Spanish weekly newspaper ; Spanish TV programs -*
      0-method not specified   *Coordinator participates*

24.6 The school is open to the community through: 24.6 **1, 2,   4**
      0-not mentioned
      no-school is not open to community for community use
      ①opening school facilities to the community at large for use
         after school hours and on weekends
      ②providing adult education courses *- in-service training programs*
      3-other (specify)
      ④ *parents participated in classroom observation*

25.0 IMPACT EVALUATION

7-informal meetings open to entire community
8-meetings conducted in both languages
9-home visits
10-other (specify)
11-project director personally involved in program
   dissemination, specify how

24.4 Community involvement in the formulation of school policies
   and programs is sought through: 24.4 *1,3,4,5*
   0-type not specified
   no-not sought
   1-existing community groups working with program
   2-bilingual questionnaires
   3-community-school staff committees
   4-community advisory groups
   5-formal meetins open to the entire community
   6-informal meetings with community groups
   7-other (specify)
   8-project director personally seeks involvement of community
      in program. specify how

See
Xerox
Copy 19a-c

24.5 The school keeps informed about community interests, events and
   problems through: 24.5 *2,3,4*
   no-no mention of school seeking to be informed about community
   1-meetings open to the entire community conducted in both
      languages
   2-community representatives to the school
   3-bilingual questionnaire sent to the home
   4-home visits by school personnel
   5-other (specify)   *Spanish weekly newspaper ; Spanish TV programs -*
   0-method not specified   *Coordinator participates .*

24.6 The school is open to the community through: 24.6 *1,2,* . *4*
   0-not mentioned
   no-school is not open to community for community use
   1-opening school facilities to the community at large for use
      after school hours and on weekends
   2-providing adult education courses *-in-service training programs*
   3-other (specify)
   4- *parents participated in classroom observation*

25.0 IMPACT EVALUATION

25.1 Project mentions description or dissemination of the bilingual
   program through: 25.1 *1,2,3,4,6*
   1-newspaper articles
   2-radio programs
   3-TV programs
   4-video-tapes
   5-films
   6-visitors to observe the program

9.0 PARENT AND COMMUNITY INVOLVEMENT AND
ADVISORY COMMITTEE FUNCTIONS

The Sacramento City Unified School District Bilingual Education project is
fully aware of the need for lay citizen participation in Federally funded
programs of education. To achieve a broad base of parent and lay citizen
participation and acceptance of the tenets of this program, a plan for paren-
tal and community involvement and advisory committee participation has been
developed.

9.1 Parental Involvement:

Parental involvement experiences in the first year's program operation will
be expanded into each of the designated grade levels provided for in this
project. The intent is to provide for actual instructional involvement of
parents during the early development of the child's education. To accomplish
this, parents will be brought into the classroom to observe the concepts
being developed. In addition, they will be provided in-service education as
a vehicle for developing understanding of the objectives of the bilingual
program and such transitional experiences as are necessary for entry into
the regular school program.

Parental involvement in the primary grades, however, will not be as structured
as that in the preschool and kindergarten. The intent of parental involvement
in the primary grades shall be designed to provide positive reinforcement
of the objectives and instructional experiences of the bilingual program. The
extent of this involvement shall focus upon assisting children with continuing
their education in the home during out-of-school hours. It is anticipated
that continuing parental involvement during each successive year of project

operation will result in a core of knowledgeable persons in bilingual education, supportive of the tenets of this program.

9.2 Community Involvement:

In order to achieve greater community understanding of the objectives of this project and the methods for implementation, project personnel will initiate a planned program of community involvement.

General orientation sessions concerning ways in which individual citizens and local agencies can assist in enriching the instructional program will be presented. These sessions are intended to increase community awareness of the values of a bicultural community.

Surveys of local agencies and individuals for the purpose of identifying those resources which may be utilized in enriching the instructional program also will be completed.

The Project Director will participate in meetings of local agencies and with groups of concerned citizens for the purpose of explaining the intent of the bilingual program and eliciting support from these individuals and/or groups.

9.3 Advisory Committee Functions:

Through activities of the Title VII Advisory Committee, information relative to the objectives and instructional opportunities provided by this project will be disseminated to the community. The advisory committee will assist project staff in on-going assessment and modifications of program activities. Also, this committee will provide a resource base for bringing relevant personal experiences into the classroom setting.

The Advisory Committee for the Early Childhood Bilingual Education project

shall consist of 15 representatives from agencies, the parent group, and

interested lay citizens. Not less than 8 of these representatives shall be

parents of participating Mexican-American students. Further, the membership

of the Advisory Committee shall have, as ex officio members, representation

from the administrative and instructional staffs of the project schools and

classes, Title I, and of the district central office.

25.2 Project's impact: 25.2 __1, 2, 3__
    1—Project mentions that other classes in the school, but
       not in the program have picked up methods or material from
       the bilingual program
    2—Project mentions other schools in the local educational system
       have started bilingual programs
    3—Project mentions that a University has instituted teacher
       training courses in bilingual education to meet staff devel-
       opment needs

26.0 ROLE OF EVALUATOR

26.1 Evaluator has field tested, on a group of children who are of
    the same language, culture and grade levels as the children in
    the bilingual program: 26.1 __2__
    0—not mentioned
    1—published measures
    2—staff developed measures
    3—staff translations of published measures
    4—staff adaptations of published measures

26.2 Evaluator has personally observed students in the program: 26.2 __1__
    0—not mentioned
    no—never
    ①—once or twice during the year
    2—more than twice
    3—regularly
    4—other (specify)

26.3 Evaluator has met with teachers: 26.3 __3__
    0—not mentioned
    no—never
    1—once or twice during year
    2—more than twice
    ③—regularly
    4—other (specify)

27.0 EVALUATION PROCEDURE

27.1   0—not specified   27.1 __1__
    ①—A comparison group has been chosen
    2—A comparison group will be chosen

27.2   0—not specified (mark all that apply)   27.2 __1, 3, 5, 7__
    ①—Pre-tests have been given to project group or sample
    2— " will be   "   "
    ③—Post-tests have been given to project group or sample
    4— " will be   "   "
    ⑤—Pre-tests have been given to comparison group
    6— " will be   "   "
    ⑦—Post-tests have been given to comparison group
    8— " will be   "   "